



Information Technology Skill Standards Checklist

CERTIFICATION AREAS COMPLETED:	Student Name _____
_____ Core Abilities	School District _____
_____ Safety	YA Consortium _____
_____ Project and Process Flow Skills	YA Coordinator _____
_____ Business Environment Skills	
_____ Core Computer Software & Hardware Skills	High School Diploma/GED/HSED
_____ A minimum of 900 work hours	Date Received _____

Level One Requirements: *All areas*, (see scoring requirements following each section).
A minimum of 450 work hours.

Total Hours Employed	Company Name	Phone #
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Instruction for the Worksite Mentor

The Skill Standards Checklist is a list of competencies (tasks) to be achieved through mentoring at the worksite.

- Each competency has three levels.
- The worksite mentor should rate each competency as the student acquires and demonstrates the skill.
- A competency may be revisited and the score raised as the student becomes more proficient at the worksite.
- The mentor and the student should go over the checklist together on a regular basis (at a minimum every 9 weeks) to record progress and plan future steps to complete the required competencies.

Please sign this page if you have been a mentor, trainer or instructor of this student.

CERTIFICATION: I certify that this student has successfully completed the competencies required in my department.

_____	Mentor/Trainer Signature	_____	Printed Name
_____	Department	_____	Date Signed
_____	Mentor/Trainer Signature	_____	Printed Name
_____	Department	_____	Date Signed
_____	Mentor/Trainer Signature	_____	Printed Name
_____	Department	_____	Date Signed
_____	Mentor/Trainer Signature	_____	Printed Name
_____	Department	_____	Date Signed
_____	Mentor/Trainer Signature	_____	Printed Name
_____	Department	_____	Date Signed
_____	Instructor Signature	_____	Printed Name
_____	Department	_____	Date Signed
_____	Instructor Signature	_____	Printed Name
_____	Department	_____	Date Signed

Core Abilities

Required

Core abilities address broad knowledge, skills, and attitudes that go beyond the context of a specific course. These standards are not taught in specific lessons. These are the employability skills that are critical for success in the information technology industry.

RATING:

3 = Consistently displays this behavior

2 = Often displays this behavior

1 = Rarely displays this behavior

Problem Solving

Score

- | | | | | |
|----|--|---|---|---|
| 1. | Select, implement and evaluate appropriate problem solving techniques and tools. | 3 | 2 | 1 |
| 2. | Adapt problem solving techniques to specific situations. | 3 | 2 | 1 |

Professionalism

- | | | | | |
|----|---|---|---|---|
| 3. | Demonstrate successful work environment-related attitudes and skills. | 3 | 2 | 1 |
| 4. | Establish and maintain professional relationships. | 3 | 2 | 1 |

Oral Communication

- | | | | | |
|----|--|---|---|---|
| 5. | Select and evaluate appropriate oral communication strategies and styles for a specific purpose. | 3 | 2 | 1 |
| 6. | Develop and deliver effective oral presentations. | 3 | 2 | 1 |
| 7. | Adapt oral communication strategies and styles to specific audiences. | 3 | 2 | 1 |

Written Communication

- | | | | | |
|-----|---|---|---|---|
| 8. | Select and evaluate appropriate written communication strategies and styles for a specific purpose. | 3 | 2 | 1 |
| 9. | Develop effective written communication pieces. | 3 | 2 | 1 |
| 10. | Adapt written communication strategies and styles to specific audiences. | 3 | 2 | 1 |

Project Management

- | | | | | |
|-----|---|---|---|---|
| 11. | Select, implement and evaluate appropriate project management techniques and tools. | 3 | 2 | 1 |
| 12. | Adapt project management techniques to specific situations. | 3 | 2 | 1 |

Task Management

- | | | | | |
|-----|--|---|---|---|
| 13. | Organize multiple tasks in the most effective way, and allocate time and energy according to task complexity and priority. | 3 | 2 | 1 |
| 14. | Evaluate task outcomes and continuously improve organization process. | 3 | 2 | 1 |

Teamwork

15.	Work collaboratively in a team setting.	3	2	1
16.	Work and communicate effectively with people of different backgrounds and expertise in a group environment.	3	2	1
17.	Demonstrate the ability to recognize expertise and to learn from others.	3	2	1

All competencies in this section must be rated 2 or higher

Comments: _____

Safety

Required

RATING:

3 = Consistently displays this behavior

2 = Often displays this behavior

1 = Rarely displays this behavior

		<u>Score</u>		
1.	Recognizes safe and unsafe work habits.	3	2	1
2.	Demonstrates proper safety procedures.	3	2	1
3.	Demonstrates or can describe process to be followed at the worksite to report and treat injuries and accidents.	3	2	1
4.	Demonstrates ability to access and interpret appropriate safety procedures.	3	2	1

All competencies in this section must be rated 3

Comments:

Project and Process Flow Skills

Required

RATING:

3 = Able to perform entry level skills. Has performed task during training program; limited additional training may be required.

2 = Has performed task during training program; additional training is required to develop entry level skills.

1 = Is familiar with process, but is unable to perform task with entry-level skill.

Analysis and Syntheses

Score

- | | | | | |
|----|---|---|---|---|
| 1. | Identify constraints, generate alternatives, consider risks and evaluate options. | 3 | 2 | 1 |
| 2. | Define the scope of work to meet project requirements and constraints, and develop a project outline. | 3 | 2 | 1 |

Design and Development

- | | | | | |
|----|--|---|---|---|
| 3. | Apply the design and development process from beginning to end. | 3 | 2 | 1 |
| 4. | Evaluate and assess the effectiveness of the design and development process. | 3 | 2 | 1 |

Planning and Organization

- | | | | | |
|----|---|---|---|---|
| 5. | Develop a project plan that is realistic and that effectively serves the project goals. | 3 | 2 | 1 |
| 6. | Organize different phases of a project in an efficient manner. | 3 | 2 | 1 |

Project Documentation

- | | | | | |
|----|---|---|---|---|
| 7. | Select and use documentation formats that meet the intended purpose and guidelines of the organization. | 3 | 2 | 1 |
| 8. | Develop effective and accurate documentation appropriate to various audiences and purposes. | 3 | 2 | 1 |

Proposal Writing

- | | | | | |
|-----|--|---|---|---|
| 9. | Explain the necessary elements of a proposal and their respective purpose. | 3 | 2 | 1 |
| 10. | Develop a proposal that meets the client's requirements and effectively present the phases of the project. | 3 | 2 | 1 |

Quality Assurance

- | | | | | |
|-----|--|---|---|---|
| 11. | Explain and apply quality assurance processes as they relate to the development process. | 3 | 2 | 1 |
| 12. | Discuss quality issues in a technology organization. | 3 | 2 | 1 |

Research

- | | | | | |
|-----|--|---|---|---|
| 13. | Identify and use traditional and non-traditional sources of information. | 3 | 2 | 1 |
| 14. | Apply effectively and choose appropriately from a variety of research methods and tools. | 3 | 2 | 1 |
| 15. | Analyze, organize and present research material. | 3 | 2 | 1 |

Technical Documentation

- | | | | | |
|-----|---|---|---|---|
| 16. | Select and use technical documentation formats that meet the intended purpose and the guidelines of the organization. | 3 | 2 | 1 |
| 17. | Develop effective and accurate technical documentation appropriate to various audiences and purposes. | 3 | 2 | 1 |

User Testing and Validation

- | | | | | |
|-----|---|---|---|---|
| 18. | Develop and implement an effective testing and user validation program that supports all phases of the development process. | 3 | 2 | 1 |
|-----|---|---|---|---|

Two Year Program

Total # of items rated at a level 2 or higher ____ (18 required)

Total # of items rated at a level 3 ____ (14 required)

Level One Requirements

Total # of items rated at a level 2 or higher ____ (9 required)

Total # of items rated at a level 3 ____ (7 required)

Comments:

Business Environment Skills

Required

RATING:

3 = Able to perform entry level skills. Has performed task during training program; limited additional training may be required.

2 = Has performed task during training program; additional training is required to develop entry level skills.

1 = Is familiar with process, but is unable to perform task with entry-level skill.

Principles of Accounting

Score

1.	Explain and apply basic accounting principles	3	2	1
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Customer Relations

2.	Demonstrate the ability to listen and ask critical questions in order to identify customer issues.	3	2	1
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3.	Resolve customer issues and concerns in a timely and appropriate manner.	3	2	1
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Two Year Program

All competencies in this section must be rated 3

Level One Requirement

Two (2) competencies must be rated 3

Comments:

Core Computer Software and Hardware Skills

Required

RATING:

3 = Able to perform entry level skills. Has performed task during training program; limited additional training may be required.

2 = Has performed task during training program; additional training is required to develop entry level skills.

1 = Is familiar with process, but is unable to perform task with entry-level skill.

Database Applications

Score

- | | | | | |
|----|--|---|---|---|
| 1. | Define and use the basic terminology of relational databases. | 3 | 2 | 1 |
| 2. | Use the tools and skills needed to create and utilize databases. | 3 | 2 | 1 |

E-mail

- | | | | | |
|----|---|---|---|---|
| 3. | Demonstrate the use of an e-mail system's components and organizations. | 3 | 2 | 1 |
| 4. | Use e-mail effectively and appropriately. | 3 | 2 | 1 |

Hardware Installation and Configuration

- | | | | | |
|----|---|---|---|---|
| 5. | Install and configure hardware in a PC computer system. | 3 | 2 | 1 |
| 6. | Demonstrate the ability to troubleshoot and maintain PC hardware. | 3 | 2 | 1 |

Internet

- | | | | | |
|----|--------------------------------------|---|---|---|
| 7. | Use the Internet as a research tool. | 3 | 2 | 1 |
| 8. | Create and maintain Web pages. | 3 | 2 | 1 |

Network Technologies

- | | | | | |
|-----|---|---|---|---|
| 9. | Produce a functional block diagram of an operating LAN and WAN including all hardware components. | 3 | 2 | 1 |
| 10. | Demonstrate an understanding of the overall design and components of a LAN and WAN system. | 3 | 2 | 1 |
| 11. | Perform basic setup and configuration of network hardware and software. | 3 | 2 | 1 |

Presentation Software

- | | | | | |
|-----|---|---|---|---|
| 12. | Use the components of presentation software creatively and effectively. | 3 | 2 | 1 |
| 13. | Demonstrate proficiency in using presentation software functions. | 3 | 2 | 1 |

Principles of Programming

- | | | | | |
|-----|---|---|---|---|
| 14. | Demonstrate knowledge of basic programming principles and programming structures. | 3 | 2 | 1 |
| 15. | Design, code, build, test and troubleshoot basic custom applications. | 3 | 2 | 1 |

Software Installation and Configuration

16.	Install software programs and perform basic configuration operations.	3	2	1
17.	Demonstrate a basic understanding of compatibility issues.	3	2	1
18.	Troubleshoot basic configuration problems.	3	2	1

Spreadsheet Applications

19.	Design, create, modify and troubleshoot spreadsheets.	3	2	1
20.	Create graphs and charts.	3	2	1
21.	Demonstrate the ability to apply spreadsheet principles to real-life situations and to solve business problems.	3	2	1

Windows Environment

22.	Perform basic operations and troubleshoot basic problems in a Windows environment.	3	2	1
23.	Customize the operating system environment.	3	2	1
24.	Run multiple applications at the same time, and import and export data between applications.	3	2	1

Word Processing

25.	Use basic word processing skills, such as document formatting, editing and using tables in a business environment.	3	2	1
26.	Create simple word processing documents such as letters, memos and basic reports.	3	2	1
27.	Create compound documents, such as newsletters, with graphics and objectives from multiple software applications.	3	2	1

Two Year Program

Total # of items rated at a level 2 or higher ____ (27 required)
Total # of items rated at a level 3 ____ (20 required)

Level One Requirements

Total # of items rated at a level 2 or higher ____ (14 required)
Total # of items rated at a level 3 ____ (11 required)

Comments: _____

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Instructor/Mentor Comments:

Date Signed _____

Notes

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